

## Innovations Academy Board Agenda: September 15, 2020 @ 6:00 pm

### Meeting location(s)

Innovations Academy 5454 Ruffin Rd San Diego, CA 92123	5519 McMillan Street Oakland, CA 94618	Google Meeting, see below for access information
--	---	---

\*Members of the public need not state their names when entering the meeting.

### Meeting Access Information

[meet.google.com/vcq-tzva-ksv](https://meet.google.com/vcq-tzva-ksv) Phone: +1 929-299-3205 PIN: 954 932 533#

### Board Attendance

--	--	--	--	--	--	--	--

### Others in Attendance

--	--	--	--	--	--	--	--

### Agenda

Topic	Minutes
➤ Call to order / roll call	Time / Date Board in Attendance: 1. Other Present: 1.
➤ Approval of current agenda	<b>Vote to approve current agenda -</b> 1st motion - 2nd motion- <b>Vote:</b> Approved by:
➤ Approval of prior month meeting minutes (9/8/20) ➤ Revisit Meeting Minutes (9/2/20) See revised minutes with changes in red	<b>Vote to approve past minutes -</b> 1st motion- 2nd motion- <b>Vote:</b> Approved by: 1.
➤ Public comments (3 mins per person)	
○ Director update (Christine) -Update on distance learning -Update on site based learning	<u>Item – Director Update</u> <b>Discussion:</b> ➤
➤ Action item: Approval of Learning Continuity and Attendance Plan (LCP)	

➤ Discussion items	
-Change of board member discussion -Keely would like to dedicate more time to her students and has asked to be replaced on the board. -Gaby Badillo introduction as possible board member. No other teacher expressed interest at this time -Keely expressed a possibility of amending the bylaws so that a teacher doesn't have to be on the board. Suggested a possible teacher rotation of attendance.	<u>Item – Change of Board Member</u> <b>Discussion:</b>
➤ Action item: Accept resignation	<u>Item – Change of Board Member</u> <b>Action:</b>
➤ Discussion Item: Innovations Academy COVID-19 liability waiver see board packet with response from our legal counsel to the board question and the waiver	<u>Item – Liability Waiver</u> <b>Discussion:</b>
➤ Next board meeting	
○ Confirm date of next meeting	
○ Identify agenda items for next meeting	➤
Meeting adjourned	

The foregoing minutes were approved by the Board of Directors of Innovations Academy on \_\_\_\_\_.

\_\_\_\_\_  
Secretary

Please contact Innovations Academy Board @ [Board@InnovationsAcademy.org](mailto:Board@InnovationsAcademy.org) if you require special assistance or a listening device to attend the Board Meeting. Requests must be made 48

hours in advance.

1. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:
  - At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the State of California;
  - All votes taken during a teleconference meeting shall be by roll call;
  - If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
  - All locations where a member of the Board of Directors constituting the quorum participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
  - Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
  - The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.
  - The Brown Act prohibits requiring members of the public, to provide their names as a condition of attendance at the meeting; however, those wishing to speak may be required to identify themselves.

## Innovations Academy Board Minutes: September 8, 2020 @ 6:00 pm

### Meeting location(s)

Innovations Academy 5454 Ruffin Rd San Diego, CA 92123	5519 McMillan Street Oakland, CA 94618	Join Zoom Meeting <a href="https://us02web.zoom.us/j/81301475661?pwd=NWpRR2N2ejJ4OTV3Smk0amxSQVcxZj09">https://us02web.zoom.us/j/81301475661?pwd=NWpRR2N2ejJ4OTV3Smk0amxSQVcxZj09</a> Meeting ID: 813 0147 5661 Passcode: Db96Gz
--	---	---

\*Members of the public need not state their names when entering the meeting.

### Board Attendance

Danielle Strachman	Faraz Sharafi	Stephen Rosen	Nathan Cooper	Keely Moore		
--------------------	---------------	---------------	---------------	-------------	--	--

### Others in Attendance

Christine Kuglen	Tony Spitzberg	Gaby Badillo	Sally Lutz	Elham Bandehzadeh	Christina Keene	Mary Ann Hawke
------------------	----------------	--------------	------------	-------------------	-----------------	----------------

### Agenda

Topic	Minutes
➤ Call to order / roll call	Time / Date Board in Attendance: <ol style="list-style-type: none"> <li>1. Nathan Cooper</li> <li>2. Faraz Sharafi</li> <li>3. Stephen Rosen</li> <li>4. Keely Moore</li> <li>5. Danielle Strachman</li> </ol> Other Present: <ol style="list-style-type: none"> <li>1.</li> </ol>
➤ Approval of current agenda	<b>Vote to approve current agenda -</b> 1st motion - Stephen Rosen 2nd motion- Faraz Sharafi <b>Vote:</b> Approved by: Nathan Cooper, Faraz Sharafi, Stephen Rosen, Keely Moore, Danielle Strachman
➤ Approval of prior month meeting minutes Minutes 8/11/20 Meeting Minutes 9/2/20 Meeting	<b>Vote to approve 8/11 minutes -</b> 1st motion- Faraz Sharafi 2nd motion- Danielle Strachman <b>Vote:</b> Approved by: Nathan Cooper, Faraz Sharafi, Stephen Rosen, Keely Moore, Danielle Strachman

	<p><b>Vote to approve 9/2 minutes -</b>  1st motion- Danielle Strachman  2nd motion- Stephen Rosen  <b>Vote:</b>  Approved by: Nathan Cooper, Faraz Sharafi, Stephen Rosen, Keely Moore, Danielle Strachman</p>
<p>➤ Public comments (3 mins per person)</p>	<p>Murray Lutz-How are we going to guard against learning loss? How distance learners will get incorporated a little more dynamically in the curriculum?  Christine Kuglen- See the parent handbook coming out within the week  Sally Lutz- Will the board/school have a transparent process for incorporating parent feedback into the LCAP?  Christine- If anyone wants to touch base with me on Friday, I can show you the updated version after the parent feedback.  Mary Anne Hawk - LCAP provides insufficient detail. The LCAP committee should meet with the board. Approved minutes for 9/2 were incomplete as they did not include the letter from the teachers.</p>
<p>➤ Financial update (CSMC)  ✓ Approval of 2019-20 Unaudited Actuals</p>	<p><b>Vote to approve 2019/29 unaudited actuals-</b>  1st motion- Nathan Cooper  2nd motion- Faraz Sharafi  <b>Vote:</b>  Approved by: Nathan Cooper, Faraz Sharafi, Stephen Rosen, Keely Moore, Danielle Strachman</p>
<p>➤ Discussion items  Public Hearing on the draft of the Learning Continuity and Attendance Plan (LCP)</p>	<p>- Christine explains that she laid out what the school is doing in each area. Two people responded to the form. There are not many comments, and Christine could send them. She is at a loss for addressing someone who says there should be more detail, as this LCP meets the level of detail required. She has looked at other LCPs. Historically, we do a yearly LCAP, but that has been suspended due to COVID-19. This completes both the detail and financial requirements of the plan. This LCP is not about curriculum. Christine would like to find a way that Mary Anne could give the input that she would like to have. Christine would like to address what Mary Anne would like to address. Mary Anne says she is responding to the document and not about her feelings. She is trying to make the document better. She says just because SDUSD doesn't include detail doesn't mean that it is right. They are being too vague as well. Christine will continue to look at feedback and revise the document accordingly.</p>

	<ul style="list-style-type: none"> <li>- Keely is sad to step away from the board but feels she has too much to do in order to continue to be on the board.</li> <li>- Danielle says there needs to be a nomination next board meeting.</li> <li>- Danielle asks to address the issue of teacher position on board at next meeting</li> <li>- Nate recommends waiting until a future meeting.</li> </ul>
➤ Next board meeting	<ul style="list-style-type: none"> <li>○ Introduction of Gaby as possible teacher rep on board</li> </ul>
○ Confirm date of next meeting	9/15/20 @ 6pm
○ Identify agenda items for next meeting	<ul style="list-style-type: none"> <li>➤ Introduce Gaby as the next teacher board rep.</li> <li>➤</li> </ul>
Meeting adjourned	6:55pm

The foregoing minutes were approved by the Board of Directors of Innovations Academy on \_\_\_\_\_.

\_\_\_\_\_  
Secretary

Please contact Innovations Academy Board @ [Board@InnovationsAcademy.org](mailto:Board@InnovationsAcademy.org) if you require special assistance or a listening device to attend the Board Meeting. Requests must be made 48 hours in advance.

1. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:
  - At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the State of California;
  - All votes taken during a teleconference meeting shall be by roll call;
  - If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
  - All locations where a member of the Board of Directors constituting the quorum participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
  - Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
  - The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.
  - The Brown Act prohibits requiring members of the public, to provide their names as a condition of attendance at the meeting; however, those wishing to speak may be required to identify themselves.

## Innovations Academy Board Minutes: September 2, 2020 @ 5:00 pm

### Meeting location(s)

Innovations Academy 5454 Ruffin Rd. San Diego, CA 92123	5519 McMillan Street Oakland, CA 94618	Public call in number 605-313-4802* Access code 151642
---	---	---

\*Members of the public need not state their names when entering the conference call. Call-in number is provided as a convenience to the public.

### Board Attendance

Nathan Cooper	Keely Moore	Faraz Sharafi	Danielle Strachman	Stephen Rosen		
---------------	-------------	---------------	--------------------	---------------	--	--

### Others in Attendance

Tony Spitzberg	Christine Kuglen	Adriana Maher	Nancy Ward	Maryann Hawke	Noha Jackson	
----------------	------------------	---------------	------------	---------------	--------------	--

### Agenda

Topic	Minutes
➤ Call to order / roll call	Time / Date 5:10pm 9/2/20 Board in Attendance: <ol style="list-style-type: none"> <li>1. Nathan Cooper</li> <li>2. Keely Moore</li> <li>3. Faraz Sharafi</li> <li>4. Danielle Strachman</li> <li>5. Stephen Rosen</li> </ol> Other Present: <ol style="list-style-type: none"> <li>1. Tony Spitzberg</li> <li>2. Christine Kuglen</li> <li>3. Adriana Maher</li> <li>4. Nancy Ward</li> <li>5. Maryann Hawke</li> <li>6. Noha Jackson</li> </ol>
➤ Approval of current agenda	<b>Vote to approve current agenda -</b> 1st motion - Stephen Rosen 2nd motion- Faraz Sharafi <b>Vote:</b> Approved by: Nathan Cooper, Stephen Rosen, Keely Moore, Danielle Strachman, Faraz Sharafi
➤ Public comments (3 mins per person)	Maryann Hawke- <b>Parent of a 5th grader at IA who chaired the Parent Connection grants committee last year. Acknowledged hard work of administration, staff, and board and appreciated the way the school has kept the kids and families front and center. She submitted comments on the draft campus reopening plan to the Board and the</b>

Director today. She believes in strong school - parent partnerships and would appreciate a comprehensive plan that reflects well on the school.

Adrianna Maher- Read a letter from a concerned teacher and shared her own concerns.

Noha Jackson- Concerned that the school doesn't seem finished with preparations.

Christine- Teacher's have been given the opportunity to express how they feel via surveys. No one should feel the fear of being fired because of this situation. The school feels ready to come back to school. There is someone in the front office with a medical mask exemption, which is why there are mask free zones in the front office.

The school has not reopened, but the reopening plan addresses the plan for when children return to the building. Christine is interested in sitting down and speaking with that staff member so that they can get their needs met if they are willing to step forward. Christine and Tony have not heard from any teacher with the concerns expressed in the letter. Jennifer Kuebler and or board members could be present in that meeting. Offering to let teachers be online support teachers and she will replace that in person position if a teacher is feeling unsafe about coming back in person.

2 people approached Adrianna. Adrianna suggests taking temps outside of the building in order to not contaminate the building. (this is the plan for when kids come back to school) Christine feels that a staff member with a fever should know that they should communicate this need to admin before entering the building.

The reopening plan was not required to be sent to parents. Ali has already gone through to edit for grammatical errors. It's only for the health and safety of site based students. It's not on the website yet because it hasn't been approved by the board.

Nate- Is the checklist something that comes out by the school district? And requires that the school comes up with a reopening plan?

Christine- The checklist is from the SD County Office of Education

Nate- I commend you for trying to get the school up and open as soon as possible. But it is a risk that you take on. I'm curious the thought process in why the school is trying to open so quickly? (not advocating one way or another)

Faraz- As a parent we're dealing with the same decision. On one hand you have a better education by sending child in person. On the other hand you have the risk of sending your child to school. I know that Christine and the staff is doing their best to keep everyone safe. But, everyone knows that everything is uncertain right now. What are the actual liabilities of the school on behalf of teachers and students? Or will everyone have to take personal responsibility by coming back to campus?

Christine- It is the directive of the state to try to get children back in person as soon as possible. SDUSD and PUSD are much larger entities than Innovations Academy and it takes longer for them to get up to speed. After reading parent surveys, some families at I.A. are in dire need of childcare. People are having to leave kids at home or with a neighbor because they don't have childcare. Some parents feel their children are suffering and can't be at home to teach them. Over 60% of the school population said that they felt safe enough to come back to school. It's up to each individual to decide what's best for them. The plan is to reopen without forcing anyone to come back. Teachers had the freedom during professional development to plan a schedule that works for them. There are a lot of ways that staff members could have spoken up without having a parent read an anonymous letter at a board meeting. I.E. Speaking to Jennifer Kuebler, speaking with other administrators, or putting an anonymous letter on my desk. This reopening plan is a living document that will continue to change as the COVID situation changes.

Nate- The big districts are obviously larger and it takes longer for them to open up. But the impression I'm getting is that they're trying to open up as quickly as possible. Do you have feedback from other charter schools about what they're doing? What's the context there?

Christine- One charter school already reopened in person. Several others have reopening plans with creative scheduling plans including 1/2 days and every other day options. Some charters have the youngest children coming in sooner than older students. When I looked at the

community of people who felt safe to come back, and it was over 50% of our community, I felt called to open our school because of this.

We have plenty of money in reserves, and plenty of need when we're moving into a new building and doing distance learning and site based learning. It wouldn't hurt if there was a teacher who announced that they didn't feel comfortable being on site. One teacher was offered the opportunity to teach fully from home and have the other partner teacher teaching all of the in person students. I would feel badly forcing people who really feel unsafe to come into school or leave our organization. We are getting out earlier so that teachers have the time and ability to support students learning online. That is the best we can do and I feel like we're doing better than the majority of the situations out there who aren't giving parents any choice.

Faraz- Can you talk about the liability issues with kids/teachers coming back to school? Is the school safe from that point.

Christine- Yes, I believe it is. We are free from liability from anyone coming to campus and getting sick due to COVID. There was a waiver in the spring, and I believe it still stands. I will check back in with our lawyer about this to double check.

Stephen- Can I add that we're also looking at staff and the board in regards to liability? I would like to know the legal opinion about that.

Joann Alexander (parent of new children to I.A.)- There is a significant parent contingency that believes that onsite instruction is critical to our children's progress. Distance learning simply isn't productive and actually leads to some regression based on the circumstances of the children. What I heard earlier in the concerns, which I respect, is that there is not as much of a concern with the reopening plan, but there is a concern with adherence to the reopening plan.

Nate- From my position on the board, it's critical that things in this plan are adhered to 100%. In society we are trained to be polite and not speak up when we are uncomfortable. But if we do approve of this, that would be a real focus. If it's in the plan it needs to be adhered to.

	<p>Christine- The one staff member with a mask exemption will not be coming to the building once children are present. She will be working from home.</p> <p>Stephen- Maryann addressed many concerns with how vague certain aspects of the plan. Is there a plan for those concerns?</p> <p>Christine- When this feedback was received, I realized it would be a good idea to have a handbook or manual for parents to help them with these changes. We will work on a handbook that is released with all of these plans included. I'm happy to meet with Maryann and address each concern one-on- one.</p>
➤ Approval of Innovations Academy Reopening Plan	<p><b>Vote to approve past minutes -</b>  1st motion- Stephen Rosen  2nd motion- Danielle Strachman  <b>Vote:</b> Nate (aye), Stephen(aye), Danielle(aye), Faraz (aye), Keely(Abstain)  Approved by:  1. Nate  2. Stephen  3. Danielle  4. Faraz</p>
➤ Next board meeting	September 8, 2020 @ 6 p.m.
○ Confirm date of next meeting	
○ Identify agenda items for next meeting	➤
Meeting adjourned	6:05pm

The foregoing minutes were approved by the Board of Directors of Innovations Academy on \_\_\_\_\_.

\_\_\_\_\_  
Secretary

Please contact Innovations Academy Board @ [Board@InnovationsAcademy.org](mailto:Board@InnovationsAcademy.org) if you require special assistance or a listening device to attend the Board Meeting. Requests must be made 48 hours in advance.

1. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:
  - At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the State of California;
  - All votes taken during a teleconference meeting shall be by roll call;
  - If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
  - All locations where a member of the Board of Directors constituting the quorum participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
  - Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
  - The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.
  - The Brown Act prohibits requiring members of the public, to provide their names as a condition of attendance at the meeting; however, those wishing to speak may be required to identify themselves.



## Innovations Academy

# Learning Continuity and Attendance Plan ~~Template~~ (2020–21)

~~Draft for PUBLIC HEARING on 9/8/20~~ Revised Draft for adoption at board meeting 9/15/20

The instructions for completing the Learning Continuity and Attendance Plan are available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Innovations Academy	Director Christine Kuglen	<a href="mailto:christine@innovationsacademy.org">christine@innovationsacademy.org</a> (858) 271-1414

## General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

The COVID-19 pandemic impacted how Innovations Academy (IA) delivered instruction. However, the school was able to adapt quickly. Students who did not have access to technology outside of school were given a school device to take home before leaving school on 3/13. We were able to resume academic programming the following Monday.

Despite the closing of the facility, IA maintained regular communication with members of our school community. The Director sent weekly updates to parents and held a Zoom webinar available to all families. Classroom teachers contacted their students and parents/guardians to assess the need for individualized support. Staff made phone calls to families whose children were not attending regularly or completing work, as well as upon teacher request. Education specialists continued to work with students with disabilities remotely.

A major impact of the pandemic was the delay to the relocation of our campus. The move was originally scheduled for late April, but construction continued through out the summer. The transition is nearly complete and we will be ready for the 2020-2021 school year.

The Innovations Academy Learning Continuity and Attendance Plan outlines our academic program, both in-person and via distance learning. We also describe our actions to meet the needs of students, families, and staff. These include access to technology, social-emotional supports, meals, and other services.

## Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Innovations Academy solicited recommendations and comments from our stakeholders via email, surveys, phone calls, and video conferences. Stakeholders without internet access were notified via ParentSquare as well as via written notices posted on the campus. All families were provided the Director's contact information so they could reach out with input or questions. Stakeholders provided feedback via surveys, document annotations, and teleconferences, as well as direct contacts with administrators. A COVID Reopening Committee was formed and open to all IA parents. The COVID Reopening Committee met multiple times to discuss issues related to the pandemic and its impact on the school. Communications were translated for the benefit of those speaking languages other than English.

We convened Parent Connection, all staff, and Board meetings at the beginning of the 2020-2021 school year to discuss the proposed actions and expenditures. All stakeholders had the opportunity to review the Learning Continuity and Attendance Plan and submit written comments.

[A description of the options provided for remote participation in public meetings and public hearings.]

Stakeholders were provided an opportunity to join public meetings via the Zoom teleconferencing service. These meetings were also accessible by telephone to all members of the public. The link to access the meetings was [sent to parents via Parentsquare. The link to access the public hearing was](#) posted in writing ~~at the school site~~, along with the agenda [at the school site as well as on the board page of the website.](#)

[A summary of the feedback provided by specific stakeholder groups.]

*Students and families:* Surveys indicate a need for a consistent daily schedule when the campus reopens for in-person instruction. Many parents expressed a desire for half-days on site in order to reduce viral load, as well as a Distance Learning only option throughout the year. Other parents, in turn, expressed a need for support if we were to implement a shortened school day when reopening with an in-person option. [Parents expressed a wish to continue enrichment opportunities and to open in person as soon as possible.](#) In surveys and emails, [parents expressed satisfaction with the amount of information that was being shared and parents](#) also approved of the consistent communication from teachers and administrators.

*Teachers and other school personnel:* Teachers and instructional staff requested access to specific technology applications, such as G Suite extensions. This group also indicated a need for access to technology support.

*Principals and administrators:* The leadership team monitored evolving guidance from the state while collecting quantitative and qualitative feedback from staff and families. This in turn informed the [reopening plan, procurement of new learning programs for students and support tools for teachers](#) the professional development calendar and master schedule.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

Specific stakeholder input influenced expectations for online instruction, scheduling options, support provided due to the shortened day, and supports available for staff and students.

## Continuity of Learning

### In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Innovations Academy will reopen for in-person learning following the guidance of health officials. We have developed plans and protocols to promote the [health and](#) safety of staff and students. These include sufficient social distancing, use of partitions in classrooms, use of personal protective equipment, efficient screening procedures, and increased cleaning [and disinfecting](#) frequency. The school will also continue to offer a distance learning only option for families concerned about health and safety and for those most vulnerable to the disease.

IA will offer classroom-based instruction [and site based assessment](#) whenever possible. [In-person instruction will be offer four hours per day, five days per week whenever possible throughout the school year.](#) At-risk students and pupils who have been significantly affected by school closures will be identified via a systematic cycle of assessments, teacher and family input. [Distance learning students will be assessed remotely and offered site based assessment when possible and practicable.](#)

<a href="#">Assessment</a>	<a href="#">Subject</a>	<a href="#">Frequency</a>
<a href="#">Developmental Reading Assessment (DRA)</a>	<a href="#">Reading</a>	<a href="#">K-5<sup>th</sup>, Beginning and end of the year</a>
<a href="#">NWEA Measure of Academic Progress (MAP)</a>	<a href="#">Reading, Language, Math, Science</a>	<a href="#">2<sup>nd</sup>-8<sup>th</sup>, Beginning and end of the year</a>
<a href="#">Lexplore</a>	<a href="#">Reading</a>	<a href="#">1<sup>st</sup>-8<sup>th</sup>, Beginning and end of the year</a>
<a href="#">School Developed Social Emotional Assessment</a>	<a href="#">Social-emotional</a>	<a href="#">Beginning and end of the year</a>
<a href="#">Grade level classroom based math assessments</a>	<a href="#">Math</a>	<a href="#">Beginning of the year</a>

- Teachers will also review participation metrics and coursework submitted during online instruction and site based instruction. Teachers and administrators will use this data as baseline information to develop an instructional program, intervention schedules and to address student academic needs.

Teacher assistants will be used to support supervision in cohorts and for intervention strategies developed to meet the needs of students, with a focus on at-risk students. They will support students who stay in after school camp to complete online work. Innovations Academy has two additional credentialed teachers on staff to provide additional academic support.

Enrichment teachers will provide modified enrichment instruction to meet the needs of students in different learning programs, including those attending on-site school provided after school camp.

### **Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]**

Description	Total Funds	Contributing
Purchase health/safety equipment and materials \$7000 Purchases of additional sanitizer and sanitizing wipes	\$15,000	N
Analyze student data and implement intervention programming for at-risk students -Additional purchase of quick assessment equipment and application to assess student learning loss -Purchases of additional chromebooks to replace those lost and broken from home use -Purchase of software for distance learning support	\$30,000	Y
Hire additional teachers to support academic programming	\$75,000	Y
Offer on-site after school childcare, with extended hours available in partnership with other community organizations - 5 Teachers Assistants and Enrichment Teachers to implement; additional sanitization required	\$45,000	Y

## **Distance Learning Program**

### **Continuity of Instruction**

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Students in the distance learning program will be given the same assessments as students in the site-based program (see chart in section "In Person Instructional Offerings") The assessments will be given within the first 6 weeks of school either online or in person, depending on the

assessment, the family situation, grade level and student. Innovations Academy's distance learning program will include a minimum of one hour of daily live interaction with their credentialed classroom teacher in an online format that includes other students for collaboration and interaction. Additional support will include: check-ins with credentialed teachers specifically assigned to distance learning, and office and office hours with the classroom teachers for one-on-one support. Teachers will meet one-on-one and in small groups with students as needed, formative/summative assessments, and Our school counselor, who is a licensed Marriage Family Therapist, will offer remote social-emotional learning support to students and families.

Lessons will also take place asynchronously through learning activities and lessons that are assigned and communicated via Google Classroom, SeeSaw and teacher created google sites. Students will complete these assignments through online applications or in print with materials sent home by the school. There will be opportunities to engage in reviewing lessons and receiving instructions via screencasts and teacher created videos. Families will be offered both teacher assigned lessons and daily live sessions, with Students will be provided choices for extension activities in a variety of subjects, and reviewing lessons via screencasts of past lessons as well as e Parents will be provided learning objectives each week that they can use to extend or modify lessons to best meet their child's needs. Parents will receive support on how to modify lessons if they encounter issues and find themselves struggling to support their child. Enrichment classes taught by our art, performing arts, nature studies, physical education and engineering enrichment teachers will be offered via live remote instruction. Middle school students will receive Spanish instruction in live remote sessions with the foreign language teacher.

Teachers will continue to receive ongoing training for online implementation of learning following inquiry and constructivist pedagogy, and will be prepared to transition between in-person instruction and distance learning as needed. Teachers have been trained specific trainings in how to use Responsive Classroom, CGI Math, 21st Century Data practices and Saxon Math in online settings and been offered the use of alternative programs for a more robust set of online instructional tools. Innovations Academy uses applications such as Padlet, Peardeck, SeeSaw, and GoogleClassroom that may be used both online and in the classroom for completing and submitting their work and demonstrating their learning.

Our instructional resources are suited to both in-person and distance learning instruction. (see table below)

<u>Subject</u>	<u>Curriculum</u>	<u>Method of Access</u>
<u>Math</u>	<u>STMATH, 3 Act Math, Youcubed</u>	<u>online</u>
<u>Math</u>	<u>Saxon (3-8), CGI (K-2), Number Talks, Wild Math (K-5)</u>	<u>Printed materials</u>
<u>Language Arts</u>	<u>Newsela, RazKids (K-1), Google Read&amp;Write, Reading Eggs (K-2), Epic, Activated Learner/Reader (3-8), Fluency Tutor, Brainpop</u>	<u>online</u>

<a href="#">Language Arts</a>	<a href="#">Non-fiction and fiction texts (guided reading sets, classroom libraries, and whole class novels), paper and writing utensils</a>	<a href="#">Printed materials</a>
<a href="#">Science</a>	<a href="#">Zingy Science (6-8), Mystery Science (K-5), Newsela, Brainpop (K-8), Rozzy Learning</a>	<a href="#">Online</a>
<a href="#">Science</a>	<a href="#">Teacher generated kits, hands on materials</a>	<a href="#">Hands on</a>
<a href="#">Social Studies</a>	<a href="#">Newsela, current events websites, Brainpop, Rozzy Learning</a>	<a href="#">Online</a>
<a href="#">Social Studies</a>	<a href="#">Debate, Question Formulation Technique, current events, Readers Theater</a>	<a href="#">Hands on, interactive</a>

~~Innovations Academy uses a variety of resources that enable teachers to create a hands-on, interactive, inquiry-centered approach to learning. Mathematics student materials include ST MATH, Youcubed, Math Solutions, 3-Act Math, and teacher-created workbooks. Reading/language arts uses nonfiction and fiction texts, RazKids, Newsela, Google Read and Write, Activated Reader, Epic, and Reading Eggs. These programs can all be fully accessed in-person as well as online, ensuring continuity for pupils.~~

### Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

Innovations Academy has prioritized access to devices and connectivity for all pupils. All students will be able to pick up new devices (Chromebooks or iPads) before school starts. IA used surveys, ParentSquare communications, and teacher feedback to ascertain the needs of students. We will make repeated efforts to contact families with unique circumstances, or who struggled to immediately access devices and connectivity following school closure in the 2019-20 school year. A staff member is available to provide technology support to ensure access to devices and connectivity. Families may make appointments and/or communicate their needs via their classroom teacher. IA will also provide materials for hands-on learning where needed.

[We have deployed the Securely Filter on our Chromebooks which is a highly robust tool that uses a sophisticated AI engine that, in addition to blocking inappropriate sites, sends us reports regarding what blocked sites students are attempting to access as well as what they are searching if the object of their search is inappropriate or has to do with self-harm or is inappropriate for children.](#)

## Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

~~For distance learning, pupil participation will be measured through both Synchronous participation attendance in daily class lessons online via Zoom. will be measured by student attendance in teleconferences or other communication technology, as well as contacts with school employees. Asynchronous Asynchronous participation will be measured will be measured~~ through the completion of daily assignments given by teachers through platforms accessible on their devices, software based curriculum, hands on materials and print materials. The time value of pupil work, including both synchronous and asynchronous assignments, will be calculated and certified by a certificated school employee and recorded in a weekly engagement record.

For in-person learning, attendance will be taken each day in class. For those students leaving at 1 p.m. extension, enrichment and additional academic assignments may be given during the week using online platforms as well as take home materials.

## Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Staff will continue to participate in regular professional development to support the distance learning program. Training will include information related to the COVID-19 pandemic, including the instruction of health and/safety protocols and sociale-emotional supports. Teachers and instructional staff will also receive training around online pedagogy and the use of education technology tools. A team member is available to provide technological support for all staff members. Mentoring will be provided through observations and feedback and a staff member will be accessible for curriculum design and instruction.

2020-2021 professional development to support the distance learning program includes Responsive Classroom Training for new teachers, training on specific technology tools and applications, and online classroom management strategies. Teachers will share promising practices through a train-the-trainer approach.

## Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

COVID-19 impacts the responsibilities and routines of all staff. We are committed to serving all of our students, working collaboratively and engaging our community.

Classroom teachers hold daily live online meetings with their students and post regular assignments in the core academic content areas, as well as monitor assignment completion. They meet with students 1:1 or in small groups as needed and communicate weekly with parents. Additionally, teachers work with site-based students 4 hours daily.

Formatted: Underline

Distance learning/intervention teachers provide instruction and additional support as needed to English language learner students. They provide intervention for students at risk for learning loss and those who are academically struggling by providing assessments, online instruction, tutoring, small groups and one-on one help based on schoolwide assessments and teacher and parent referral.

Formatted: Underline

Formatted: Underline

Teacher Assistants support classroom teachers and students-site based students in the classroom. They work with small groups after school on academic software with a particular focus on those who are at risk and ELL students. via tutoring and virtual office hours.

Formatted: Underline

Exploration teachers provide enrichment classes live, in recorded videos and in person create video lessons and offer live instructional. They also provide outdoor supervision of students sessions.

Formatted: Underline

Special education staff work as a team to determine specific student and family needs and provide tailored support to special education students online and in person. They assess students as needed, collaborate with teachers and teacher assistants to provide accommodations and support both in and outside of classrooms. Work to ensure differentiation of learning for students with IEPs.

Other staff members contribute to online resources, provide technology support, manage tech distribution, and participate in class meetings, providing ongoing feedback to improve instruction.

Our The school counselor (a licensed Marriage, Family Therapist) provides live support webinars and reaches out to families to discuss and mitigate the negative impact of the pandemic on mental health. She provides mental health services to students with those services in their IEPs as well as those impacted by the current epidemic.

Formatted: Underline

Front office staff monitors records related to both distance and in-person learning, and regularly communicates with parents about technology/online attendance issues. They manage front office inquiries and serve as an office support for teachers and other staff members.

Administrators facilitate professional development on COVID-related procedures and conduct parent outreach and support. They provide support and guidance to teachers, parents and students and oversee the development and implementation of the school's mission.

**Supports for Pupils with Unique Needs**

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Innovations Academy will provide the following supports to our students with unique needs:

\* English language learners (ELL) will receive both integrated and synchronous designated English language Development (ELD) instruction. A ~~staff member~~ credentialed DL/intervention teacher will meet weekly with our ELL students to provide ELD instruction, address their specific needs and offer support ~~within~~ assignments. Classroom teachers integrate ELD support in their live Zoom sessions by offering visual/text supports and meeting with small groups to better address their needs.

\* Special education students across the full continuum of placements will receive required services, in accordance with each Individual Education Plan (IEP) or 504 plan. The school will continue to hold IEP and 504 meetings in both distance and in-person learning environments, based on the needs of students and their families.

\* The school’s Family Liaison will ensure that personalized support is available to homeless/foster students who qualify under the McKinney-Vento Act. Any families experiencing housing instability, homelessness, or other socioeconomic stresses will be contacted and encouraged to communicate with the school ~~and~~ They will be provided with focused assistance depending on their specific situation, if they experience difficulties accessing online learning. These students may receive additional small group instruction, counseling, access to tutoring as well as referrals to community assistance programs.

\* Open office hours are available for all students needing additional support

**Actions Related to the Distance Learning Program**

Description	Total Funds	Contributing
Develop and implement a professional development plan to support online instruction trainings for new software, teacher training and assessment training	\$13,000	N
Purchase technology devices and hotspots if needed chromebooks, ipads, doc cams, cameras, headphones	\$7,000	Y
Research and purchase educational technology tools and software purchases of chromebooks, doc cameras, Libib, Lexplore, Rozzy, ShowMe, Padlet	\$12,000	N
Offer technology troubleshooting and assistance to staff, students, and parents Contract with IT person so support school with technology troubleshooting and purchase program to monitor chromebook use (Securely)	\$12,000	N

## Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Students' learning status will be measured via a range of assessments. Within the first six weeks of school we will assess each student using a variety of assessments. In addition to curriculum-based placement and diagnostic tests such as Lexplore and the Developmental Reading Assessment (DRA), the school will administer the NWEA MAP in Reading and Mathematics to all students in grades 2<sup>nd</sup>-8<sup>th</sup>. These assessments will determine what type of assistance a student needs. At risk students will be offered additional academic support via increased access to teacher office hours, additional small group or 1:1 instruction with our distance learning support teachers, intervention curriculum with our instructional aides or intervention teachers. English learners will be formatively assessed for progress during designated ELD instructional time. Newly identified English learners will take the Initial ELPAC, while students who may be eligible for reclassification will take the summative ELPAC.

Formatted: Superscript

## Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

The school will take the following steps to address learning loss and accelerate learning progress for pupils:

- \* Identify students baseline academic levels via a variety of assessments (see section, "Continuity of Learning").
- \* Monitor initial participation, engagement and understanding of material in online/site-based learning activities. Monitor progress and embed formative assessments throughout each lesson. Use data and information collected to inform instruction and academic interventions.
- \* Provide academic support via small, differentiated groups based on assessment data, social dynamics, parent request, and teacher recommendation.
- \* Provide support and professional development for teachers on differentiation for online and site-based instruction.
- \* Hold "office hours" when students can ask questions and receive individualized support.
- \* Provide support and information to parents who are the academic guides to their children during distance learning.

The following subgroups may benefit from additional, targeted actions and strategies being implemented such as one-on-one and small group sessions with specifically designated credentialed (non-classroom) teachers. For these students, all classroom teachers, enrichment

teachers, distance learning/intervention teachers and teacher assistants will receive the assessment data and work collaboratively to address specific needs that have been determined.

- \* English Learners: integrated and designated ELD teacher, regular opportunities for discussion using academic language
- \* Low-income pupils: priority for device distribution/ internet hotspots, additional counseling and tutoring hours when needed
- \* Pupils with exceptional needs: accommodations and supports specified by their IEP or 504 plans, specific plans and adjustments to support their program choice.
- \* Foster youth and pupils who are experiencing homelessness: The school designates a staff person as the liaison for homeless students, who also assists foster youth. The liaison helps monitor progress and provides referrals to appropriate services.

### Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The effectiveness of services and supports will be measured on an ongoing basis via progress monitoring towards learning targets. This will be accomplished via a quality review of completed student work, progression through the curriculum map, check in with parent educators at home, and daily checks for understanding during live instruction. Twice yearly, the school will administer normed, formative assessments (e.g. NWEA MAPs) to measure each student's individual progress from their baseline. The DRA or Lexplore may be used once per quarter to monitor growth in language arts and unit assessments, STMATH and problem solving activities use to assess progress in mathematics.

### Actions to Address Pupil Learning Loss

Description	Total Funds	Contributing
Implement assessment cycle using additional program	\$6,000	N
Schedule and staff additional intervention programming to mitigate learning losses for identified pupils/subgroups	\$5,000	Y

## Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Staff will receive both professional development and support in the areas of social and emotional well being by our school counselor. They will be trained in social-emotional learning, mindfulness, and the implementation of strategies to build healthy classroom communities. The school will provide regular opportunities for employees to interact with peers via teleconference and through activities coordinated by the IA Social Committee. All employees may contact our Counselor if needed, and full-time employees have access to professional mental health services via our primary health care provider.

Students will be taught the skills of self-regulation, social awareness, self-awareness, relationship skills and collaboration through our school developed social emotional curriculum taught weekly throughout the year as well as integrated into the curriculum. This will be done in both online and in-person instruction. This program is overseen by our counselor who also receives ongoing professional development opportunities with other therapists working in the field.

Instructional staff ~~will be encouraged to~~ build community in their classes during daily synchronous time via routines, emotional check-ins, and structured conversations. The counselor will play an important role in supporting and monitoring the mental health of all pupils. Students who appear to be struggling emotionally as identified by staff or parents, or who request help directly, will be referred for more targeted mental health support. When necessary, the school may connect the student or family with other community resources.

## Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Any pupil who does not participate in distance learning on a school day shall be documented as absent and the family will be contacted in a language they understand. Additional or make-up work may be assigned at that time.

If the school ~~school~~ determines a student is not engaging in instruction and is at risk of learning loss, the following steps will be taken:

1. After three absences in a given week, school personnel will verify current contact information and provide daily notification of absences.
2. If a student is absent from distance for a second series of 3 days in a week, the school will reach out to families to determine pupil needs, including connection with health and social services as necessary.
3. The school team will work with the parents/guardians to remove obstacles to learning, and offer additional support and interventions. When feasible, the plan may include transitioning the pupil to full-time in-person instruction.

These procedures will be translated and distributed to all parents.

## School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

~~Throughout the school year it is possible that food service options change based on regulatory changes. Currently food service in San Diego has been approved to continue until December. All parents/guardians will be provided meals through the San Diego Unified "grab-and-go" meal program. Families have been provided information about pick up locations and times. Once meal programs return to the control of the school, Innovations Academy students that are eligible to receive free or reduced meals from the San Diego Unified School District will be provided a cold breakfast option. Families will be provided information about the District's Food and Nutrition Services locations and hours of operation. The school will also provide breakfast to eligible pupils until site-based learning commences or changes are made based on the regulations.~~

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Implement social-emotional learning both online and in person and supports for parents and students. Schedule additional staff hours.	\$12,000	N
School Nutrition	Offer free breakfast and reduced price meals for qualified students	\$15,000	Y

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
5.81%	\$172,157

## Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

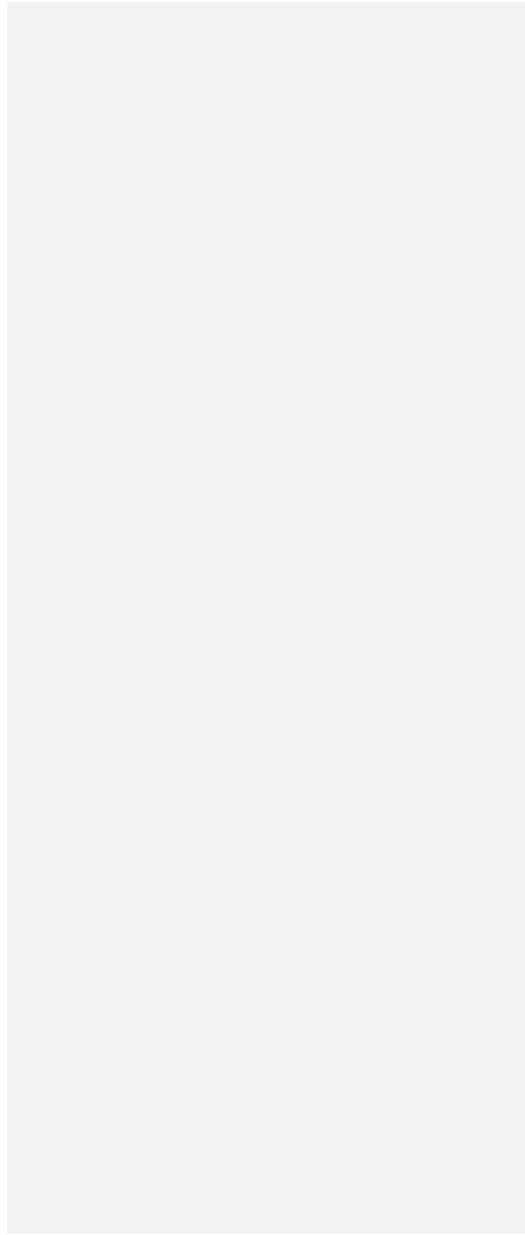
There is also a need to provide systemic, prioritized, and targeted supports and services for foster youth, English learners, and low-income students. Their needs were considered first in a number of ways. Foster youth and low-income students receive priority for technology device distribution and internet hot spots. These families are checked in with regularly. We will also distribute instructional supplies and materials to low-income students and families, and provide counseling/SEL support to students disproportionately impacted by the pandemic. The instructional needs of English Learners were considered first, as Designated ELD support and integrated pedagogy drive scheduling and training decisions.

These actions are effective in meeting the needs of these students since they provide specific and targeted materials, access, and academic/emotional supports designed to improve the conditions of these students.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

We have used LCFF and Learning Loss Mitigation funds for a number of actions directed towards increasing/improving services for pupils with unique needs. This represents a targeted investment in staffing, training, and resources. For example, we hired a designated credentialed teacher to provide instruction for ELL students (in addition to their classroom instruction) in small groups or one-to-one as needed by the child. This position was designed with the needs of these populations and specifically to provide targeted support. Non-classroom attached teachers are being provided ~~to~~ support both students and teachers who remain in the distance learning track while

their teachers are teaching site-based students. The school provides free and reduced priced breakfast daily for low income students who qualify without reimbursement and works closely with the school district for updates on emergency food service for our families that qualify.



Email from Young, Minney and Corr 9/10/20  
Christine,

As we discussed yesterday, the legal issues regarding the virus pandemic are numerous, complex and to a significant extent unprecedented. This means that there is a great deal that no one presently knows about how the law will address issues. Accompanying this letter you will find a draft Assumption of Risk, Waiver of Liability, and Indemnity Agreement (“WAIVER”) to be used by your School. We send the draft WAIVER with substantial warnings to you.

It is critical that the School, its Board, administration, and staff understand the limits of the WAIVER. In California and especially in education, waiver agreements can be and often are legally challenged. It is not uncommon that the challenges are successful and a waiver is disregarded by the court and given no effect. This WAIVER is not a vaccine that will protect you from claims and lawsuits due to COVID-19. Also, there is nothing which can protect the School from claims or lawsuits being made or filed even if totally baseless. It is possible the WAIVER might provide some protection, however, and we do recommend that you have and use one. Likely more significantly, students, parents or guardians who have signed the WAIVER may be dissuaded from hiring a lawyer and filing a claim. We believe this is a very positive benefit to you.

If the WAIVER is effective, it can only protect the School from ordinary negligence, a failure to exercise the degree of care in a given situation that a reasonable person under similar circumstances would employ to protect others from harm. However, no waiver including this one can protect the School from gross negligence or intentional misconduct. Gross negligence is the lack of any care or an extreme departure from what a reasonably careful person would do in the same situation to prevent harm to oneself or to others. A person can be grossly negligent by acting or by failing to act. Intentional misconduct is conduct which is intended by a person. The factual and legal distinctions between negligence, gross negligence and intentional misconduct are difficult to understand in specific circumstances, but it is important for you to know that if a claim or lawsuit arises, the School and its personnel will be judged on its and their conduct, acts and omissions. Opposing attorneys will seek to have your acts and omissions deemed to be grossly negligent or intentional. This is why it is extremely important for the School to be extremely cautious and conservative in the steps it takes related to protecting its students and their families.

We strongly recommend that you daily pay attention to the orders and recommendations of local, county, State, and Federal authorities and health agencies regarding the pandemic. Orders and recommendations are changing frequently. It may even be appropriate to assign a lead administrator who has the obligation to keep up with the changes in the orders and recommendations and is assigned to develop updated guidelines for your school to be considered by administration and your Board of Directors. It may very well be that conservative and routinely updated procedures in addressing the pandemic and your employees, students, and families is your best

defense. It is also essential that ongoing training be provided to employees as orders and recommendations change and as school policies and procedures change.

Providing the option to your students and families to choose between in-person education and distance learning is important to the potential validity of the WAIVER.

Requiring families to share in the responsibility to protect themselves from the COVID-19 virus and to fulfill the obligations in the WAIVER is very important too.

To summarize:

- The WAIVER provides limited protection. It is not a cure all.
- The WAIVER only potentially protects the School from negligence claims, not gross negligence nor intentional misconduct.
- Be conservative and constantly monitor and follow the orders and recommendations from governmental and health authorities. If you are confused, reach out to those authorities for help.
- Keep your employees, parents, and students well informed of the steps you are taking to protect them and of any changes in the orders and guidelines of authorities.
- Allow families to select in-person or distance learning – i.e. do not disenroll a family who refuses to sign the waiver
- Make Families responsible for their own safety too and require them to fulfill those duties.
- Create clear procedures and guidelines related to safety and cleaning measures being employed for the School.
- Provide students and families with an easy-to-understand notice of the risks they are assuming by returning to school.
- Document all the steps you are taking so you have evidence of how serious you have taken these issues and keep that documentation.

Please feel free to reach out to us should you have any other COVID-19 related questions or concerns for which you need assistance.



# Innovations Academy

Powerfully creating our lives through self-expression, compassionate connection and purposeful learning

5454 Ruffin Road San Diego, CA 92123 (858)271-1414

**Parent/Guardian Assumption of Risk  
Waiver of Liability, and Indemnity Agreement  
Relating to Coronavirus/COVID-19**

**For Students Participating in Classroom Activities and In-Person Field Trips or coming on campus at any time**

The novel coronavirus, COVID-19, was declared a worldwide pandemic by the World Health Organization on March 11, 2020. COVID-19 is extremely contagious and is believed to spread mainly from person-to-person contact. As a result, in recent months federal, state, and local governments and health agencies have prohibited and/or limited the congregation of groups of people and required social distancing. At this time, these governments and agencies have determined some level of congregation may be acceptable in school settings, although they have warned that any congregation of people poses potentially significant risks associated with contracting COVID-19 even when precautions are taken to minimize these risks. In addition, the State of California has directed that in-person instruction may not occur unless the county in which the school is located has been off the State's Monitoring List for fourteen (14) days. If you have questions or concerns about COVID-19 risks, it is highly recommended you discuss these risks issues with your family medical providers and that you reach out to local, state, and/or national public health offices for further information.

Although public school attendance is mandatory for children in California, attendance at Innovations Academy ("School") is entirely voluntary because no parent is required to enroll their child in a charter school. You may always enroll your child in schools of the school district where you reside, and you often will have the opportunity to enroll your child in the schools of other local school districts under State law. Signing this waiver is only required for participation in classroom activities for the School; you are not required to sign this waiver if you seek to enroll in the local district schools.

The School has determined that beginning in the 2020-21 school year, the School will be offering two options for students. Parents who wish to have their child(ren) have little to no risk of COVID-19 exposure in/through School may continue to participate in a distance learning program offered by the School in which the student will not physically be present for School programs and activities. This distance learning program will cover the same curriculum but will differ in terms of its delivery to students because it will be done through a distance learning format and will require more parent support, particularly for younger children. Parents who are willing to assume the inherent risk that their child(ren) (and by extension other family members who come in contact with those children) may be exposed to COVID-19 in the school environment may send their child(ren) to school to participate in in-person, classroom-based educational programs under certain conditions outlined below after signing this Assumption of

Risk, Waiver of Liability, and Indemnity Agreement (“Waiver”). Enrollment and attendance in any classroom-based programming is entirely optional and no student shall receive any advantage in terms of grading or course credit for attending in-person.

For all parents who have their child(ren) participating in any classroom-based programming and/or on-campus activities, the School is requiring parents or guardians complete and adhere to the below information and safety guidelines to reduce the risk or spread of infection of COVID-19.

The School is complying with guidance and taking reasonable steps to mitigate the risk of spreading COVID-19; however, there is no guarantee you or your child will not become infected with COVID-19. As the requirements and COVID-19 situation evolve, the School may modify the measures it takes. The School will keep a current list of measures and requirements posted on its website which can be accessed here: <https://innovationsacademy.org/covid19-info/>

1. Assumption of Risk. Even with all measures taken, attending School classes or activities will substantially increase your and your child’s risk of contracting COVID-19 as compared to those students attending the distance learning program. The School has no way to control exposure that may occur to your child, particularly since so many people who are COVID-19 positive are asymptomatic and may not even realize they are sick. Other students at the School may be exposed through community spread of the disease at youth sports, hair salons, grocery stores, retail stores, religious observances/meetings, and numerous other locations throughout the community. Other students at the School may be exposed because a family member, friend or neighbor of the student has been exposed.
2. Agreement to Abide by COVID-19 Protocols. If Student has any of the following underlying conditions, it is strongly recommended they do not take part in classroom-based programming, on-campus activities, or extracurricular/enrichment activities even if they are not experiencing COVID-19 symptoms due to the increased health risks that are associated with COVID-19 exposure for these groups:
  - Serious heart conditions • Chronic lung disease • Moderate to severe asthma • Severe obesity (Body Mass Index of 40 or higher) • Immunocompromised • Diabetes • Chronic kidney disease undergoing dialysis • Liver disease • Reside with a family member with these high-risk underlying conditions.

I am providing the following information on behalf of \_\_\_\_\_ (“Student”) as of the date that I am signing this form [**please initial each paragraph**]:

\_\_\_\_ I promise and agree that Student has not had contact with anyone confirmed with COVID-19 in the past fourteen (14) days. At any point in the future, if I have reason to believe Student has come into contact with someone with COVID-19, I promise and agree to immediately notify School staff and keep Student at home for fourteen (14) days.

\_\_\_\_\_ I promise that before each school day I will determine if Student, or any members of Student's household, are experiencing a fever (above 100.4) or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, or diarrhea ("COVID-19 Symptoms"). If I determine that Student, or any member of Student's household, has any of these symptoms, I promise and agree to immediately notify School staff and keep Student at home for fourteen (14) days after the symptoms have stopped and will present a COVID-19 negative test confirmation prior to commencing any School programming.

\_\_\_\_\_ I promise and agree that I will ensure Student's temperature is taken every day before leaving home to go to School and I will ask Student whether they are experiencing COVID-19 Symptoms every day before leaving home. I promise I will not bring my child to School if they have a fever (defined by the Center for Disease Control as a temperature of above 100.4) or warm to the touch or they are experiencing COVID-19 Symptoms.

\_\_\_\_\_ I understand if Student chooses to receive in-person assessments, for special education services or otherwise, there is an inherent risk of exposure and infection of COVID-19 during such in-person assessments. I know, understand and voluntarily accept these risks.

3. Waiver of Liability. By signing this agreement, I acknowledge the extremely contagious nature of COVID-19 and that much is not yet known about this virus and its risks and voluntarily assume the risk that my child, and any other members of our household, may be exposed to or infected by COVID-19 by attending campus-based programming at the School or extracurricular/enrichment activities at off-campus locations, and that such exposure or infection may result in personal injury, illness, permanent disability, and death to Student and/or anyone else exposed to COVID-19. I understand that in some cases one or more serious childhood inflammatory diseases may have resulted from COVID-19 exposure, and that it is unknown at this time what potentially serious lifelong health impairments or disabilities or life-threatening conditions might result from this or other conditions and diseases that might arise out of COVID-19 exposure as a child. I understand that the risk of becoming exposed to or infected by COVID-19 at School may result from the actions, omissions, or negligence of myself and others, including, but not limited to, School directors, officers, employees, volunteers, and other students and their families. I also understand that while School is taking steps to mitigate the risk of exposure to my child at School that these steps cannot eliminate the significant risk of exposure or the significant health risks to Student and Student's family members as a result of exposure.

I, for myself, and on behalf of my family, Student, spouse, estate, heirs, executors, administrators, assigns, and personal representatives, voluntarily agree to assume all of the risks associated with COVID-19 and my child's attendance at School or participation in School programming and accept sole responsibility on behalf of my child, family, other children and myself for any COVID-related illness, personal injury, disability, death, damage, loss, claim, liability, or expense, of any kind, that I, my family, my child(ren) or wards may experience or incur in connection with my child(ren)'s attendance at School or participation in School programming ("Claims").

4. Indemnity Agreement. On my behalf, and on behalf of my child and family, I hereby release, covenant not to sue, discharge, and hold harmless School, its directors, officers, teachers, employees, agents, and representatives, from the Claims, including all liabilities, claims, actions, damages, costs, attorney's fees or expenses of any kind arising out of or relating to any Claims. To the fullest extent permitted by law I shall indemnify School, its directors, officers, teachers, employees, agents, and representatives from and against all claims, damages, losses and expenses, including but not limited to attorneys' fees, arising out of or relating to the Claims and/or this Waiver. I understand and agree that this release includes any Claims based on the actions, omissions, or negligence of School, whether a COVID-19 infection occurs before, during, or after participation in any School program. I have had the opportunity to review this Waiver with an attorney of my choosing and I sign here voluntarily, knowing and accepting these risks.

I have read this Assumption of Risk, Waiver of Liability, and Indemnity Agreement, fully understand its terms, and understand that I am giving up substantial rights, including my right to sue. I confirm that I am signing the agreement freely and voluntarily, and intend my signature to be a complete and unconditional release of all liability to the greatest extent allowed by law.

---

Student Name

---

Student Signature Date

**FOR PARTICIPANTS OF MINORITY AGE (UNDER AGE 18)**

This is to certify that I, as parent/guardian, with legal responsibility for this Student, have read and explained the provisions in this waiver/release to my child/ward including the risks of presence and participation and his/her/their personal responsibilities for adhering to the rules and regulations for protection against communicable diseases. Furthermore, my child/ward understands and accepts these risks and responsibilities. I for myself, my spouse, and child/ward do consent and agree to his/her/their release provided above for all the Claims, and myself, my spouse, and child/ward do agree to all provisions above and do release and agree to indemnify and hold harmless the Claims for any and all liabilities incident to my minor child's/ward's presence and/or participation in these activities as provided above, EVEN IF ARISING FROM THEIR NEGLIGENCE, to the fullest extent provided by law.

---

Parent/Guardian Name

---

Parent/Guardian Signature Date